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ABSTRACT

In November 1995 staff from the National Center for Education Statistics sent a questionnaire about customer service to each of the Common Core of Data (CCD) coordinators who are responsible for the data reported annually on the CCD surveys. These surveys include the National Public Education Finance Survey (NPEFS) and four largely nonfiscal surveys: the School Universe, the Agency Universe, the State Nonfiscal Survey, and the Early Estimates Survey. For the nonfiscal surveys, 44 states and one outlying area submitted responses, while some states did not reply or declined to reply on the basis of lack of information. Response to the NPEFS was higher, with 48 state coordinators and one outlying area coordinator responding. Respondents generally indicated that completing the nonfiscal surveys took just over a week for the School Universe Survey, and less time for the others, with the Early Estimates Survey taking the least time to complete. Coordinators who explained why they found the CCD useful generally wrote that they used the data for comparisons or that edit checks helped them verify their own state data. Suggestions from respondents for revisions to the surveys included making the instructions clearer and more concise, collecting the dropout data as a separate file, and aggregating school or district data to create state figures. No revisions were planned for the NPEFS, so the customer service survey concentrated on difficulties with the existing survey. Coordinators reported that completing the survey was burdensome, with an average of 78.0 hours required. Many reported difficulty in meeting the March deadline, and many made specific suggestions about difficult items. (Contains 25 tables.) (SLD)

ED 416 245

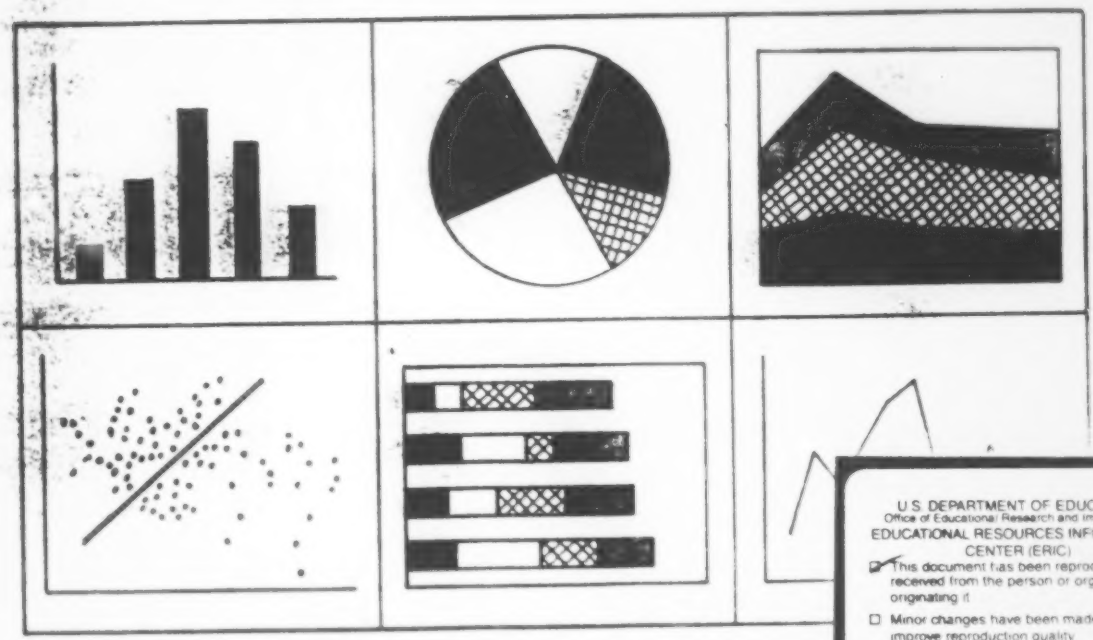
NATIONAL CENTER FOR EDUCATION STATISTICS

Working Paper Series

Customer Service Survey:

Common Core of Data Coordinators

Working Paper No. 97-15 May 1997



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Customer Service Survey:

Common Core of Data Coordinators

Working Paper No. 97-15 May 1997

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Foreword

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Customer Service Survey:

Common Core of Data Coordinators

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May 1997

Customer Service Survey: Common Core of Data Coordinators

Introduction

In November, 1996, staff from the National Center for Education Statistics (NCES) sent a questionnaire to each of the Common Core of Data (CCD) Coordinators[1] who are responsible for the data reported annually on the CCD Surveys. These include the National Public Education Finance Survey (NPEFS) and four largely nonfiscal files: the School Universe; the Agency Universe; the State Nonfiscal Survey; and the Early Estimates Survey. This last collection reports a small number of nonfiscal and finance data early in the school year. Despite the level of education that the individual survey describes, all of the CCD Surveys are reported by state education agencies. The information is limited to data that are readily available, and the definitions and reporting schedules were chosen after considerable negotiation with states, in order to provide standard data that impose as little reporting burden as possible.

Customer Service Survey Purpose. State information staff and reporting procedures change over time, as do customer needs for accurate, timely and comparable data. The CCD Surveys are being reviewed at this time in preparation for periodic review by the Office of Management and Budget; their current clearance expires December 31, 1997. This Customer Service Survey of CCD Coordinators was distributed as part of this review process, to collect information about burden and difficulties with the existing CCD, and to assess the feasibility of adding some new items that users of the files have requested.

Response Rate. CCD Coordinators were asked to return the completed surveys by December 13, 1996. In many states, the Coordinator for the nonfiscal surveys was a different person than the NPEFS Coordinator. For the nonfiscal surveys, 44 states and one outlying area submitted responses by March 31, 1997, when the surveys were closed at that date. Newly-appointed Coordinators from the District of Columbia, Massachusetts, and Mississippi declined to complete the surveys because they had insufficient experience with the CCD to answer the questions. Indiana, Michigan, Nevada, Vermont, American Samoa, Commonwealth of the Northern Mariana Islands, Guam and Puerto Rico did not respond to repeated requests for information.

Response to the NPEFS was somewhat higher: 48 state Coordinators and one outlying area Coordinator returned surveys. The CCD typically analyzes data from the states (including DC) separately from that of the outlying areas. Therefore, the analysis of nonfiscal Coordinators is limited to the 44 states (86 percent of the total) who responded; NPEFS analyses include 48 (94 percent) of all states.

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[1] State education agencies from the 50 states, the District of Columbia, the overseas Department of Defense Dependents Schools, and the outlying areas of American Samoa, Commonwealth of the Northern Mariana Islands, Guam, Puerto Rico, and the Virgin Islands participate in the CCD.

Nonfiscal CCD Findings

The first six questions on the survey asked about problems in reporting the information requested on the current CCD Nonfiscal Surveys. Only some CCD items were highlighted for review, although an open-ended question asked if the respondent had any other problems with the CCD. (The survey form is appended to this report.)

Time and schedule

According to the state Coordinators' estimates, it took on the average just over a week's work (42.7 hours) to complete the School Universe Survey; about four days (31.4 hours) for the Agency Universe Survey; and a day and a half for the State Nonfiscal Survey (13.2 hours; see table A). The Early Estimates Survey required an average of 5.1 hours to complete, bringing the average burden for all nonfiscal surveys to 92.4 hours, somewhat more than two working weeks.

Table A. Range of hours required to complete the nonfiscal CCD Surveys (N=44)

Hours	School Universe	Agency Universe	State Nonfiscal	Early Estimates	Total
Average	42.7	31.4	13.2	5.1	92.4
Maximum	150.0	100.0	80.0	40.0	
Minimum	1.0	1.0	1.0	0.5	
States reporting					
1-8 hours	11	14	23	33	
9-40 hours	17	20	16	4	
>40 hours	15	9	2	0	
Not reporting	1	1	3	7	

There was considerable variation in the amount of time reported by the different states. Florida, Illinois, New Jersey, North Carolina, Pennsylvania and Utah require more than two weeks of work to complete the School Universe Survey; it takes a comparable amount of time for Florida, Illinois and New Jersey to report the Agency Universe. On the other hand, Alabama, Arkansas, Colorado, Kentucky, Missouri, Nebraska and Virginia need half a day or less to prepare the School Universe report.

Only four states, California, Connecticut, Kansas, and Louisiana, reported needing two weeks of staff time or more to complete the State Nonfiscal Survey. Table 1 includes the reported hours for all states and surveys[2].

[2] There are detailed tables at the end of the narrative, corresponding to the summary text tables.

The CCD Surveys are distributed in January of each year (this date was not met in 1996-97) and are due to NCES by March 15. The closing date is set at October 1, although corrections are routinely accepted for the next several months while the files are being edited. The Coordinators were asked if the March 15 due date and October 1 closing date were a problem (table B).

Table B. States having problems meeting the CCD Nonfiscal due dates (N=44)

Yes, problem	Not a problem
16	28

Several Coordinators wrote that they could never meet the March 15 due date, while others noted that new data management procedures would enable them to report by March 15 in the next year or so. States may have little leverage to get LEAs to report on time. One respondent noted that another major survey from the Bureau of the Census is due at the same time as the CCD. Another added that March 15 would not be a problem if the CCD surveys were mailed out when scheduled, but that edit reports were sent to the states in August or September, when the agencies had to deal with the opening of school and could not attend to the CCD.

CCD Definitions

A general question asked the Coordinators if the CCD agreed with the contents of their record systems. The response options were that some of the CCD items could not be reported; some that were reported did not agree with the CCD definitions; or that there were some items collected solely for the CCD (see table C).

Table C. States reporting difficulties in reporting CCD items (N=44)

Problem?	Cannot report some items	Some do not agree with CCD	Some collected only for CCD
Yes	26	10	14
No	18	34	30

The Coordinators who added comments to this question were most likely to say that their dropout data differed from the CCD definition, or that they did not collect all of the categories of high school completers.

Specific data items. The next question on the Customer Service Survey asked if there were problems in using a specific set of CCD definitions or categories. These were items that were most likely to have caused problems in processing and editing the CCD data.

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The items reported in table D asked whether the states had difficulties in using the CCD definitions or categories for three characteristics of schools and education agencies. These were the following:

> *Type*: Schools can be regular, special education, or vocational. Agencies can be regular, a supervisory union or its component, regional education service agencies, state operated, federally operated, or other.
>
> *Status*: Schools and agencies can be new, continuing, or closed.
>
> *Change codes*: Changes in schools' and agencies' status fall into the categories of openings, closings and mergers.

The responses show limited problems in these areas.

Table D. Problems in type, status, and change codes for schools and agencies (N=44)

Number of States	Type		Status		Change code	
	Yes	No	Yes	No	Yes	No
School	1	43	4	40	9	35
Agency	1	43	3	41	4	40

The most commonly cited problem was is assigning change codes to local education agencies. In their written comments, the Coordinators were most likely to say that if there was a problem it was that the state and the CCD used different school type codes, or, in a few cases, that school status changed frequently. The Coordinators had few problems in general with these items.

Table E. Problems reporting student assignment, high school completion, and staff (N=44)

Number of States	Student school assignment		High school graduates		Staff types	
	Yes	No	Yes	No	Yes	No
School	3	41	---	---	---	---
Agency	---	---	1	43	10	34

The only note on student assignment was that it was difficult to allocate students in alternative programs to specific schools for reporting purposes. The more common problem was in following the CCD categories for reporting staff on the Agency Universe Survey (table E). In a few cases, Coordinators wrote that their state did not report some

kinds of staff (example, some support staff categories) or used a different categorization than that of the CCD.

Non-Operating Districts. In some states there are non-operating school districts. These districts typically send the students under their jurisdiction to another agency- such as a neighboring township- for education, usually paying tuition to the receiving school district. When one district pays for students while another provides services, it becomes difficult to match student data with finance information.

Accordingly, the Customer Service Survey asked Coordinators whether they could report the number of students in a non-operating district's service area. The response options were:

Cannot report these students;
Can report students only in the membership of the receiving district;
Can report these students only in the membership of the sending (non-operating) district;
Can report these students in the membership of either district.

Twenty states responded to this question, while 24 either did not respond or wrote that the question was "not applicable," or that their state did not have any non-operating districts. Ten states cannot report the number of students who are in the service areas of non-operating districts. Five can report them only in the membership of the receiving district, and 1 can report them only in the membership of the sending district. Four states feel they can count these students in either district. Pennsylvania checked two response options; while the state knows how many school-aged children reside in non-operating districts, it cannot say where they are enroleld as most of them attend nonpublic schools. Those attending public schools in other districts are reported there, but not broken out.

New Data Items

A number of items have been proposed for addition to the CCD nonfiscal surveys, the majority of them providing more directory information or increased detail about students. For example, the state may report only a post office address for a school, or several rural schools may list the school district's address as their own. An additional shipping address in these cases would make it easier to sample schools and to assign them geographic information, such as locale codes. Grade span is now computed from the highest and lowest grade in which student membership is reported. For very small schools, this can vary from year to year, and information about what grades the school or agency was authorized to serve would make the files more stable. However, potential usefulness must be weighed against feasibility and burden. Therefore, the state CCD Coordinators were asked to check any of these items that would represent a substantial increase in reporting burden. The results appear in table F.

Table F. States that would find additional directory reporting burdensome (N=44)

Number of States	Shipping address		E-mail address		Grade span	
	Yes	No	Yes	No	Yes	No
School	11	33	27	17	0	44
Agency	---	---	22	22	4	40

Half or more of the states felt that it would be difficult to report e-mail addresses for schools and agencies. About 1 in 4 would have a similar problem in providing a shipping address for a school if this were different from a mailing address. Colorado and Kansas plan to collect e-mail addresses in the future, but the New York Coordinator noted that there were 4,100 schools in his state, and that e-mail addresses were very fluid.

Table G. States that would find additional student data reporting burdensome (N=44)

Number of States	Race by sex by grade		Suspensions, expulsions		IEP by race		Limited English	
	Yes	No	Yes	No	Yes	No	Yes	No
School	6	38	32	12	21	23	22	22

Agency	End year membership		Graduates by sex by race	
	Yes	No	Yes	No
	18	26	3	41

It appears from table G that school membership counts for male and female students within racial/ethnic groups, by grade, would be relatively easy to report, as would school-district level counts of male and female high school graduates by racial/ethnic group. The other student data were seen as considerably more difficult, with two-thirds or more of the reporting states unable to report the other items. The Coordinators from Arizona and Georgia wrote that their states would add these types of data to their reporting systems in the near future; the Washington Coordinator said that the information was probably available at the local agency level, but his office did not collect it. Other Coordinators gave no comments or said that their states did not collect these data at the requested school or agency level.

Nonstandard Schools and Agencies

The School and Agency Universes are intended to report all children who are being provided educational services with public dollars, and the institutions providing these

services. However, some CCD Coordinators do not report all of the types of schools and local education agencies operating with public funds in their state. As new types, such as charter schools, become more common, these omissions will limit the CCD's usefulness. The Customer Service Survey asked whether states could provide "list" information (name, address) and student counts for various types of schools. The responses are summarized in table H.

Table H. States that could provide lists of, or student counts for, school types (N=44)

	School lists		Student counts	
School Type	Yes	No	Yes	No
Magnet	10	34	10	34
Charter	12	32	11	33
Contracted by LEA	5	39	5	39
University lab	9	35	8	36
Private, serving public school students	7	37	6	38
Other, operated with local funds only	5	39	4	40
Operated by some state agency other than education	11	33	10	34
Health, social service, other serving preschool children	6	38	7	37

In only one instance could as many as one-fourth of the states provide the requested information; this was the case of providing a list of charter schools. From the written comments of CCD Coordinators, it appeared that in some states some of these school and agency types were already being reported under existing CCD categories, while in other states these schools and agencies were excluded from the CCD. Few Coordinators were optimistic that the information could be collected. One noted that placements outside public education were limited to special education services, and few in number.

Usefulness, Suggestions, Problems

There were three open-ended questions at the close of the survey that asked the CCD Coordinators to add any suggestions they could about the following:

> Is the CCD useful to you? Are there any items that should definitely be retained?
> Can you suggest additions or changes to the CCD?
> Are there problems that haven't been covered so far?

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Twenty-five of the 45 Customer Service Survey respondents wrote an answer to one or more of these questions. As table I shows, about 85 percent of those who commented on usefulness found the CCD useful; 40 percent of those who commented on additions or changes had suggestions about these; and 39 percent of those answering the question about problems cited one or more.

Table I. Usefulness, Changes, Problems with the CCD (N=25)

Comment	Yes	No
Is the CCD useful to you?	17	3
Does CCD need changes, additions?	6	9
Were any problems not covered?	7	11

Coordinators who explained why they found the CCD useful typically wrote that they used the data for purposes of comparison, or that the edit checks helped them to verify their state data. Problems not covered included several comments about the difficulty of meeting the March 15 deadline. One CCD Coordinator found the electronic format very difficult to use, another said that accounting for students from nonoperating districts made it impossible to reconcile membership counts.

Suggestions included making the instructions clearer and more concise, collecting the dropout data as a separate file, and aggregating school or district data to create state figures.

1. Estimated state staff hours required to complete the CCD survey: 1997

State	CCD Universes School	CCD Universes LEA	State Nonfiscal	Early Estimates
Average	42.7	31.4	13.2	5.1
Maximum	150.0	100.0	80.0	40.0
Minimum	0.0	0.0	1.0	0.5
Alabama	3.5	3.5	5.0	5.0
Alaska	12.0	2.0	15.0	2.0
Arizona	60.0	60.0	20.0	--
Arkansas	4.0	4.0	8.0	1.0
California	60.0	80.0	50.0	--
Colorado	3.0	1.0	2.0	1.0
Connecticut	40.0	40.0	40.0	3.0
Delaware	70.0	1.5	23.0	3.0
District of Columbia	--	--	--	--
Florida	150.0	99.0	32.0	40.0
Georgia	50.0	34.0	20.0	4.0
Hawaii	24.0	8.0	30.0	8.0
Idaho	40.0	40.0	10.0	10.0
Illinois	100.0	100.0	--	--
Indiana	--	--	--	--
Iowa	50.0	30.0	10.0	5.0
Kansas	80.0	80.0	40.0	20.0
Kentucky	3.0	1.0	2.0	1.5
Louisiana	80.0	80.0	80.0	8.0
Maine	60.0	40.0	1.0	--
Maryland	40.0	15.0	10.0	3.0
Massachusetts	--	--	--	--
Michigan	--	--	--	--
Minnesota	10.0	10.0	10.0	6.0
Mississippi	--	--	--	--
Missouri	1.0	1.0	1.0	1.0
Montana	40.0	30.0	1.5	0.5
Nebraska	2.0	2.0	2.0	2.0
Nevada	--	--	--	--
New Hampshire	8.0	6.0	1.0	1.0
New Jersey	90.0	90.0	2.0	3.0
New Mexico	8.0	32.0	2.0	1.0
New York	10.0	16.0	8.0	6.0
North Carolina	110.0	40.0	20.0	8.0
North Dakota	28.0	28.0	--	--
Ohio	40.0	40.0	4.0	4.0
Oklahoma	40.0	40.0	5.0	3.0
Oregon	8.0	8.0	1.0	1.0
Pennsylvania	105.0	37.0	8.0	15.0
Rhode Island	20.0	60.0	4.0	--
South Carolina	--	--	--	--
South Dakota	40.0	20.0	4.0	2.0
Tennessee	37.0	22.0	1.5	1.5
Texas	25.0	10.0	1.0	1.0
Utah	112.0	8.0	16.0	1.0
Vermont	--	--	--	--
Virginia	3.0	2.0	2.0	1.0
Washington	8.0	8.0	12.0	4.0
West Virginia	80.0	15.0	25.0	8.0
Wisconsin	40.0	55.0	4.0	2.0
Wyoming	40.0	40.0	8.0	2.0
Outlying Areas				
American Samoa	--	--	--	--
Guam	--	--	--	--
Northern Marianas	--	--	--	--
Puerto Rico	--	--	--	--
Virgin Islands	40.0	40.0	80.0	24.0
State count	51.0	51.0	51.0	51.0

Source: U.S. Department of Education, NCES, Customer Service Survey of state CCD coordinators, December 1996 to February 1997.

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2. States for which CCD nonfiscal closeout dates are a problem: 1997

State	Are these dates a problem?
	16 Yes
	28 No
Alabama	No
Alaska	No
Arizona	No
Arkansas	No
California	Yes
Colorado	No
Connecticut	Yes
Delaware	No
District of Columbia	--
Florida	No
Georgia	Yes
Hawaii	No
Idaho	No
Illinois	Yes
Indiana	--
Iowa	No
Kansas	Yes
Kentucky	Yes
Louisiana	No
Maine	No
Maryland	No
Massachusetts	--
Michigan	--
Minnesota	Yes
Mississippi	--
Missouri	No
Montana	No
Nebraska	No
Nevada	--
New Hampshire	No
New Jersey	No
New Mexico	Yes
New York	Yes
North Carolina	Yes
North Dakota	No
Ohio	Yes
Oklahoma	Yes
Oregon	No
Pennsylvania	Yes
Rhode Island	No
South Carolina	No
South Dakota	Yes
Tennessee	No
Texas	No
Utah	No
Vermont	--
Virginia	Yes
Washington	No
West Virginia	No
Wisconsin	Yes
Wyoming	No
Outlying Areas	
American Samoa	--
Guam	--
Northern Marianas	--
Puerto Rico	--
Virgin Islands	No

Source: U.S Department of Education, NCES, Customer Service Survey of State CCD Coordinators, December 1996 to February 1997.

NOTE: The nonfiscal CCD surveys are due on March 15; close out is October 1.

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3. States with problems reporting current CCD items: 1997

State	-------- Nonfiscal surveys -------- (1= Yes, 0= No) Can't report some items	Some reported items don't agree w/ CCD definitions	Some items collected only for CCD
Sum of reported	26 Yes 18 No	11 Yes 33 No	14 Yes 30 No
Alabama	1	0	0
Alaska	1	0	0
Arizona	1	0	0
Arkansas	0	0	1
California	1	0	0
Colorado	0	0	0
Connecticut	0	0	0
Delaware	0	0	1
District of Columbia	--	--	--
Florida	0	0	0
Georgia	0	0	0
Hawaii	1	0	1
Idaho	1	1	1
Illinois	1	1	0
Indiana	--	--	--
Iowa	0	0	0
Kansas	0	0	1
Kentucky	1	0	0
Louisiana	1	0	1
Maine	0	0	1
Maryland	0	1	0
Massachusetts	--	--	--
Michigan	--	--	--
Minnesota	0	0	0
Mississippi	--	--	--
Missouri	1	0	0
Montana	1	0	0
Nebraska	1	0	1
Nevada	--	--	--
New Hampshire	1	0	0
New Jersey	0	1	1
New Mexico	1	0	1
New York	1	0	0
North Carolina	1	1	1
North Dakota	1	0	0
Ohio	1	0	0
Oklahoma	1	1	0
Oregon	0	0	0
Pennsylvania	1	1	0
Rhode Island	0	0	1
South Carolina	1	1	0
South Dakota	1	1	1
Tennessee	1	0	0
Texas	0	0	0
Utah	0	0	1
Vermont	--	--	--
Virginia	1	1	0
Washington	1	0	0
West Virginia	0	0	0
Wisconsin	0	1	0
Wyoming	1	0	0
Outlying Areas			
American Samoa	--	--	--
Guam	--	--	--
Northern Marianas	--	--	--
Puerto Rico	--	--	--
Virgin Islands	1	0	0

Source: U.S. Department of Education, National Center for Education Statistics, Customer Service Survey of State CCD Coordinators,

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4. States with problems using the CCD definitions or categories for the following items: 1997

State	School type	Agency type	School status	Agency status	Allocating students to schools	H.S. graduates	Staff type	Openings, closings and merges of Schools	Openings, closings and merges of Agencies
	1 Yes 43 No	1 Yes 43 No	4 Yes 40 No	3 Yes 41 No	3 Yes 41 No	1 Yes 43 No	10 Yes 34 No	9 Yes 35 No	4 Yes 40 No
Alabama	0	0	0	0	0	0	0	1	0
Alaska	0	0	0	0	0	0	1	0	0
Arizona	0	0	0	0	0	0	1	0	0
Arkansas	0	0	0	0	0	0	0	0	0
California	0	0	0	0	0	0	0	0	0
Colorado	0	0	0	0	0	0	0	0	0
Connecticut	0	0	0	0	0	0	0	0	0
Delaware	0	1	0	0	0	0	0	0	0
District of Columbia	--	--	--	--	--	--	--	--	--
Florida	1	0	0	0	0	0	0	0	0
Georgia	0	0	0	0	0	0	0	0	0
Hawaii	0	0	0	0	0	0	0	0	0
Idaho	0	0	0	0	0	0	0	0	0
Illinois	0	0	0	0	0	0	0	0	0
Indiana	--	--	--	--	--	--	--	--	--
Iowa	0	0	0	0	0	0	0	1	1
Kansas	0	0	0	0	1	0	0	1	0
Kentucky	0	0	0	0	0	0	0	0	0
Louisiana	0	0	0	0	0	0	1	0	0
Maine	0	0	0	0	0	0	0	0	0
Maryland	0	0	0	0	0	0	1	0	0
Massachusetts	--	--	--	--	--	--	--	--	--
Michigan	--	--	--	--	--	--	--	--	--
Minnesota	0	0	0	1	0	0	0	1	1
Mississippi	--	--	--	--	--	--	--	--	--
Missouri	0	0	0	0	0	0	0	0	0
Montana	0	0	0	0	0	0	0	0	0
Nebraska	0	0	1	1	0	0	0	1	1
Nevada	--	--	--	--	--	--	--	--	--
New Hampshire	0	0	0	0	0	0	0	0	0
New Jersey	0	0	0	0	0	0	0	0	0
New Mexico	0	0	0	0	0	0	0	0	0
New York	0	0	0	0	0	0	0	0	0
North Carolina	0	0	1	0	0	1	1	1	0
North Dakota	0	0	0	0	0	0	0	0	0
Ohio	0	0	1	1	1	0	1	1	1
Oklahoma	0	0	0	0	1	0	1	0	0
Oregon	0	0	0	0	0	0	0	0	0
Pennsylvania	0	0	0	0	0	0	1	0	0
Rhode Island	0	0	0	0	0	0	1	0	0
South Carolina	0	0	0	0	0	0	0	0	0
South Dakota	0	0	0	0	0	0	0	1	0
Tennessee	0	0	0	0	0	0	0	0	0
Texas	0	0	0	0	0	0	0	0	0
Utah	0	0	0	0	0	0	0	0	0
Vermont	--	--	--	--	--	--	--	--	--
Virginia	0	0	0	0	0	0	0	0	0
Washington	0	0	0	0	0	0	0	0	0
West Virginia	0	0	0	0	0	0	0	0	0
Wisconsin	0	0	0	0	0	1	1	0	0
Wyoming	0	0	1	0	0	0	0	1	0
Outlying Areas									
American Samoa	--	--	--	--	--	--	--	--	--
Guam	--	--	--	--	--	--	--	--	--
Northern Marianas	--	--	--	--	--	--	--	--	--
Puerto Rico	--	--	--	--	--	--	--	--	--
Virgin Islands	0	0	0	0	0	0	0	0	0

Source: U.S. Department of Education, National Center for Education Statistics, Customer Service Survey of State CCD Coordinators, December 1996 to February 1997.

5. States ability to report students in nonoperating districts: 1997

State	Cannot report	Only in receiving LEA	Only in sending LEA	Can report in either
	10 Yes 34 No	5 Yes 39 No	1 Yes 43 No	5 Yes 39 No
Alabama	0	0	0	0
Alaska	0	0	0	0
Arizona	1	0	0	0
Arkansas	0	0	0	1
California	0	0	0	0
Colorado	0	0	0	0
Connecticut	0	0	0	0
Delaware	0	0	0	0
District of Columbia	--	--	--	--
Florida	0	0	0	0
Georgia	0	0	0	0
Hawaii	0	0	0	0
Idaho	0	1	0	0
Illinois	1	0	0	0
Indiana	--	--	--	--
Iowa	0	0	0	0
Kansas	0	0	0	0
Kentucky	0	0	0	0
Louisiana	0	0	0	1
Maine	0	0	0	1
Maryland	0	0	0	0
Massachusetts	--	--	--	--
Michigan	--	--	--	--
Minnesota	0	0	1	0
Mississippi	--	--	--	--
Missouri	0	0	0	0
Montana	0	1	0	0
Nebraska	0	1	0	0
Nevada	--	--	--	--
New Hampshire	0	0	0	0
New Jersey	0	1	0	0
New Mexico	0	0	0	0
New York	1	0	0	0
North Carolina	0	0	0	0
North Dakota	1	0	0	0
Ohio	1	0	0	0
Oklahoma	0	0	0	0
Oregon	0	0	0	1
Pennsylvania	1	1	0	0
Rhode Island	1	0	0	0
South Carolina	0	0	0	0
South Dakota	1	0	0	0
Tennessee	0	0	0	1
Texas	1	0	0	0
Utah	0	0	0	0
Vermont	--	--	--	--
Virginia	1	0	0	0
Washington	0	0	0	0
West Virginia	0	0	0	0
Wisconsin	0	0	0	0
Wyoming	0	0	0	0
Outlying Areas				
American Samoa	--	--	--	--
Guam	--	--	--	--
Northern Marianas	--	--	--	--
Puerto Rico	--	--	--	--
Virgin Islands	0	0	0	0

Source: U.S. Department of Education, National Center for Education Statistics, Customer Service Survey of State CCD Coordinators, December 1996 to February 1997

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6. States reporting new school-level items would be a burden: 1997

1 = Yes 0 = No State	Shipping address	E-mail address	Grade span	Student race by by sex by grade	Suspensions expulsions by race	IEPs by condition by race	Limited english students by grade
	11 Yes 33 No	27 Yes 17 No	0 Yes 44 No	6 Yes 38 No	32 Yes 12 No	21 Yes 23 No	22 Yes 22 No
Alabama	0	1	0	0	0	0	1
Alaska	0	1	0	0	1	0	0
Arizona	0	0	0	0	1	0	1
Arkansas	0	0	0	0	0	0	0
California	0	1	0	0	1	0	0
Colorado	1	1	0	0	0	1	1
Connecticut	1	1	0	0	1	0	0
Delaware	1	0	0	1	0	0	0
District of Columbia	--	--	--	--	--	--	--
Florida	1	1	0	0	0	0	0
Georgia	0	0	0	0	1	0	0
Hawaii	0	0	0	0	1	0	0
Idaho	0	1	0	1	1	1	1
Illinois	0	1	0	1	1	1	1
Indiana	--	--	--	--	--	--	--
Iowa	0	0	0	0	1	1	0
Kansas	0	1	0	0	1	1	1
Kentucky	0	0	0	0	1	1	1
Louisiana	0	0	0	0	0	0	1
Maine	1	1	0	0	1	1	1
Maryland	0	1	0	0	1	0	1
Massachusetts	--	--	--	--	--	--	--
Michigan	--	--	--	--	--	--	--
Minnesota	1	1	0	0	0	0	0
Mississippi	--	--	--	--	--	--	--
Missouri	0	0	0	0	1	1	0
Montana	0	0	0	0	1	1	1
Nebraska	0	1	0	0	1	1	1
Nevada	--	--	--	--	--	--	--
New Hampshire	0	0	0	0	1	1	0
New Jersey	1	1	0	0	1	0	0
New Mexico	0	1	0	0	1	1	1
New York	0	1	0	0	0	0	1
North Carolina	0	1	0	0	1	1	1
North Dakota	0	1	0	0	1	1	0
Ohio	1	1	0	0	0	0	0
Oklahoma	0	1	0	0	1	0	1
Oregon	0	1	0	1	1	0	0
Pennsylvania	1	1	0	1	1	1	0
Rhode Island	0	1	0	0	0	0	0
South Carolina	0	1	0	0	1	1	1
South Dakota	0	0	0	0	1	0	1
Tennessee	0	0	0	1	1	1	1
Texas	0	1	0	0	1	1	0
Utah	0	0	0	0	1	1	1
Vermont	--	--	--	--	--	--	--
Virginia	0	1	0	1	1	1	1
Washington	1	1	0	0	1	1	1
West Virginia	0	0	0	0	0	0	0
Wisconsin	0	0	0	0	0	0	0
Wyoming	0	0	0	0	1	0	0
Outlying Areas							
American Samoa	--	--	--	--	--	--	--
Guam	--	--	--	--	--	--	--
Northern Marianas	--	--	--	--	--	--	--
Puerto Rico	--	--	--	--	--	--	--
Virgin Islands	0	1	0	0	1	1	0

Source: U.S. Department of Education, National Center for Education Statistics, Customer Service Survey of State CCD Coordinators, December 1996 to February 1997.

7. States reporting new agency-level items would be a burden: 1997

1 = Yes 0 = No State	E-mail address	Grade span	EOY membership by grade	H.S. graduates by gender by race
Sum of reported	22 Yes 22 No	4 Yes 40 No	18 Yes 26 No	3 Yes 41 No
Alabama	1	0	0	0
Alaska	1	0	1	0
Arizona	0	1	0	0
Arkansas	0	0	0	0
California	1	0	1	0
Colorado	1	0	0	0
Connecticut	1	0	1	0
Delaware	0	0	1	0
District of Columbia	--	--	--	--
Florida	1	0	0	0
Georgia	0	0	0	0
Hawaii	0	0	0	0
Idaho	1	0	0	0
Illinois	1	0	0	0
Indiana	--	--	--	--
Iowa	0	0	1	0
Kansas	1	0	1	0
Kentucky	0	0	0	0
Louisiana	0	0	0	0
Maine	1	1	0	0
Maryland	1	0	0	0
Massachusetts	--	--	--	--
Michigan	--	--	--	--
Minnesota	0	0	0	0
Mississippi	--	--	--	--
Missouri	0	0	0	0
Montana	0	0	1	0
Nebraska	1	0	1	0
Nevada	--	--	--	--
New Hampshire	0	0	1	1
New Jersey	0	0	0	0
New Mexico	1	0	1	0
New York	1	0	1	1
North Carolina	1	0	0	0
North Dakota	1	0	1	0
Ohio	0	1	0	0
Oklahoma	1	0	0	0
Oregon	1	0	0	0
Pennsylvania	1	0	0	0
Rhode Island	0	1	0	0
South Carolina	1	0	1	1
South Dakota	0	0	1	0
Tennessee	0	0	0	0
Texas	1	0	1	0
Utah	0	0	0	0
Vermont	--	--	--	--
Virginia	0	0	0	0
Washington	1	0	1	0
West Virginia	0	0	0	0
Wisconsin	0	0	1	0
Wyoming	0	0	1	0
Outlying Areas				
American Samoa	--	--	--	--
Guam	--	--	--	--
Northern Marianas	--	--	--	--
Puerto Rico	--	--	--	--
Virgin Islands	1	0	0	1

Source: U.S. Department of Education, National Center for Education Statistics, Customer Service Survey of State CCD Coordinators, December 1996 to February 1997

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8. Nonfiscal. Please indicate whether you could report the following on the school universe without substantial reporting burden

1 = Yes 0 = No State	Magnet Schools		Charter Schools		Contract Schools		University Lab Schools		Private Schools receiving public students	
	Name & address	Student count	Name & address	Student count	Name & address	Student count	Name & address	Student count	Name & address	Student count
Sum of reported	10	10	12	11	5	5	9	8	7	6
Alabama	1	1	0	0	0	0	1	1	1	1
Alaska	0	0	0	0	0	0	0	0	0	0
Arizona	1	1	1	1	0	0	0	0	1	1
Arkansas	1	1	0	0	0	0	0	0	0	0
California	0	0	1	1	0	0	0	0	0	0
Colorado	0	0	1	1	0	0	0	0	0	0
Connecticut	1	1	1	1	1	1	1	1	1	1
Delaware	1	1	1	1	0	0	0	0	0	0
District Of Columb	--	--	--	--	--	--	--	--	--	--
Florida	0	0	0	0	0	0	1	1	0	0
Georgia	1	1	1	1	1	1	1	1	1	1
Hawaii	0	0	0	0	0	0	0	0	0	0
Idaho	0	0	0	0	0	0	0	0	0	0
Illinois	1	1	0	0	0	0	0	0	0	0
Indiana	--	--	--	--	--	--	--	--	--	--
Iowa	0	0	0	0	0	0	1	1	0	0
Kansas	0	0	0	0	0	0	0	0	0	0
Kentucky	0	0	0	0	0	0	1	0	1	0
Louisiana	1	1	1	1	1	1	1	1	0	0
Maine	1	1	1	1	0	0	0	0	0	0
Maryland	0	0	0	0	0	0	0	0	0	0
Massachusetts	--	--	--	--	--	--	--	--	--	--
Michigan	--	--	--	--	--	--	--	--	--	--
Minnesota	0	0	1	1	0	0	0	0	0	0
Mississippi	--	--	--	--	--	--	--	--	--	--
Missouri	0	0	0	0	0	0	0	0	0	0
Montana	0	0	0	0	0	0	0	0	0	0
Nebraska	0	0	0	0	0	0	0	0	0	0
Nevada	--	--	--	--	--	--	--	--	--	--
New Hampshire	0	0	0	0	0	0	0	0	0	0
New Jersey	0	0	1	0	0	0	0	0	1	1
New Mexico	0	0	0	0	0	0	0	0	0	0
New York	0	0	0	0	0	0	0	0	0	0
North Carolina	1	1	0	0	0	0	0	0	0	0
North Dakota	0	0	0	0	0	0	0	0	0	0
Ohio	0	0	0	0	0	0	0	0	0	0
Oklahoma	0	0	0	0	0	0	0	0	0	0
Oregon	0	0	0	0	0	0	0	0	0	0
Pennsylvania	0	0	0	0	1	1	0	0	1	1
Rhode Island	0	0	0	0	0	0	0	0	0	0
South Carolina	0	0	0	0	0	0	1	1	0	0
South Dakota	0	0	0	0	1	1	0	0	0	0
Tennessee	0	0	0	0	0	0	0	0	0	0
Texas	0	0	1	1	0	0	0	0	0	0
Utah	0	0	0	0	0	0	1	1	0	0
Vermont	--	--	--	--	--	--	--	--	--	--
Virginia	0	0	0	0	0	0	0	0	0	0
Washington	0	0	0	0	0	0	0	0	0	0
West Virginia	0	0	0	0	0	0	0	0	0	0
Wisconsin	0	0	1	1	0	0	0	0	0	0
Wyoming	0	0	0	0	0	0	0	0	0	0
Outlying Areas										
American Samoa	--	--	--	--	--	--	--	--	--	--
Guam	--	--	--	--	--	--	--	--	--	--
Northern Marianas	--	--	--	--	--	--	--	--	--	--
Puerto Rico	--	--	--	--	--	--	--	--	--	--
Virgin Islands	1	1	0	0	0	0	0	0	0	0
State count										ERR

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8. continued--Nonfiscal. Please indicate whether you could report the following on the school school universe without substantial reporting burden

1 = Yes 0 = No State	Other schools operated w/ local & no state funds		Schools administered thru other state agencies		Non-ed sites providing IEP services to PK		---- Other ---		---- Other ---	
	Name & address	Student count	Name & address	Student count	Name & address	Student count	Name & address	Student count	Name & address	Student count
	5 Yes 39 No	4 Yes 40 No	11 Yes 33 No	10 Yes 34 No	6 yes 38 No	7 yes 37 No	3 Yes 41 No	1 Yes 43 No	1 Yes 43 No	0 Yes 44 No
Alabama	1	1	0	0	0	0	0	0	0	0
Alaska	0	0	0	0	0	0	0	0	0	0
Arizona	0	0	0	0	0	0	0	0	0	0
Arkansas	0	0	1	1	1	1	0	0	0	0
California	0	0	0	0	0	0	0	0	0	0
Colorado	0	0	0	0	0	0	0	0	0	0
Connecticut	1	1	1	1	0	0	0	0	0	0
Delaware	0	0	1	1	1	1	0	0	0	0
District of Columbia	--	--	--	--	--	--	--	--	--	--
Florida	0	0	0	0	0	0	0	0	0	0
Georgia	1	1	0	0	0	0	0	0	0	0
Hawaii	0	0	0	0	0	0	0	0	0	0
Idaho	0	0	0	0	0	0	0	0	0	0
Illinois	0	0	0	0	0	0	0	0	0	0
Indiana	--	--	--	--	--	--	--	--	--	--
Iowa	0	0	1	1	0	0	0	0	0	0
Kansas	0	0	0	0	0	0	0	0	0	0
Kentucky	0	0	0	0	0	0	0	0	0	0
Louisiana	0	0	0	0	0	0	0	0	0	0
Maine	0	0	1	1	0	0	0	0	0	0
Maryland	0	0	0	0	0	0	0	0	0	0
Massachusetts	--	--	--	--	--	--	--	--	--	--
Michigan	--	--	--	--	--	--	--	--	--	--
Minnesota	1	1	0	0	0	0	0	0	0	0
Mississippi	--	--	--	--	--	--	--	--	--	--
Missouri	0	0	0	0	0	0	0	0	0	0
Montana	0	0	0	0	1	1	1	0	0	0
Nebraska	0	0	0	0	0	0	1	1	0	0
Nevada	--	--	--	--	--	--	--	--	--	--
New Hampshire	0	0	0	0	0	0	0	0	0	0
New Jersey	1	0	1	0	1	1	0	0	0	0
New Mexico	0	0	0	0	0	1	0	0	0	0
New York	0	0	1	1	0	0	0	0	0	0
North Carolina	0	0	0	0	0	0	0	0	0	0
North Dakota	0	0	0	0	0	0	0	0	0	0
Ohio	0	0	0	0	0	0	0	0	0	0
Oklahoma	0	0	0	0	0	0	0	0	0	0
Oregon	0	0	0	1	0	0	0	0	0	0
Pennsylvania	0	0	1	1	0	0	0	0	0	0
Rhode Island	0	0	0	0	0	0	0	0	0	0
South Carolina	0	0	1	1	0	0	0	0	0	0
South Dakota	0	0	1	1	0	0	0	0	0	0
Tennessee	0	0	0	0	0	0	0	0	0	0
Texas	0	0	0	0	0	0	0	0	0	0
Utah	0	0	0	0	0	0	0	0	0	0
Vermont	--	--	--	--	--	--	--	--	--	--
Virginia	0	0	1	0	0	0	1	0	1	0
Washington	0	0	0	0	0	0	0	0	0	0
West Virginia	0	0	0	0	1	1	0	0	0	0
Wisconsin	0	0	0	0	1	1	0	0	0	0
Wyoming	0	0	0	0	0	0	0	0	0	0
Outlying Areas										
American Samoa	--	--	--	--	--	--	--	--	--	--
Guam	--	--	--	--	--	--	--	--	--	--
Northern Marianas	--	--	--	--	--	--	--	--	--	--
Puerto Rico	--	--	--	--	--	--	--	--	--	--
Virgin Islands	0	0	0	0	0	0	0	0	0	0

Source: U.S. Department of Education, National Center for Education Statistics, Customer Service Survey of State CCD Coordinators, December 1996 to February 1997.

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9. Nonfiscal. States able to report agency types: 1997

1 = Yes 0 = No State	Other State Agencies public Name & address	providing K-12 ed Student count	LEAs operated by U.S. Military Name & address	 Student count	LEAs operated by tribal authorities Name & address	 Student count	Ed service agencies agencies not funded thru SEA Name & address	 Student count	---- Other --- Name & address	 Student count
Sum of reported	9	10	3	2	6	5	1	1	1	0
Alabama	0	0	0	0	0	0	0	0	0	0
Alaska	0	0	0	0	0	0	0	0	0	0
Arizona	0	0	0	0	0	0	0	0	0	0
Arkansas	1	1	0	0	0	0	0	0	0	0
California	0	0	0	0	0	0	0	0	0	0
Colorado	0	0	0	0	0	0	0	0	0	0
Connecticut	0	0	0	0	0	0	0	0	0	0
Delaware	1	1	0	0	0	0	0	0	0	0
District Of Columb	--	--	--	--	--	--	--	--	--	--
Florida	0	0	0	0	0	0	0	0	0	0
Georgia	1	1	0	0	0	0	1	1	0	0
Hawaii	0	0	0	0	0	0	0	0	0	0
Idaho	0	0	0	0	0	0	0	0	0	0
Illinois	0	0	0	0	0	0	0	0	0	0
Indiana	--	--	--	--	--	--	--	--	--	--
Iowa	1	1	0	0	1	1	0	0	0	0
Kansas	0	0	0	0	0	0	0	0	0	0
Kentucky	0	0	0	0	0	0	0	0	0	0
Louisiana	0	1	0	0	0	0	0	0	0	0
Maine	0	0	0	0	0	0	0	0	0	0
Maryland	0	0	0	0	0	0	0	0	0	0
Massachusetts	--	--	--	--	--	--	--	--	--	--
Michigan	--	--	--	--	--	--	--	--	--	--
Minnesota	1	1	0	0	0	0	0	0	0	0
Mississippi	--	--	--	--	--	--	--	--	--	--
Missouri	0	0	0	0	0	0	0	0	0	0
Montana	0	0	0	0	1	0	0	0	1	0
Nebraska	0	0	0	0	0	0	0	0	0	0
Nevada	--	--	--	--	--	--	--	--	--	--
New Hampshire	0	0	0	0	0	0	0	0	0	0
New Jersey	0	0	0	0	0	0	0	0	0	0
New Mexico	0	0	0	0	0	0	0	0	0	0
New York	1	1	0	0	0	0	0	0	0	0
North Carolina	0	0	0	0	0	0	0	0	0	0
North Dakota	0	0	0	0	1	1	0	0	0	0
Ohio	0	0	0	0	0	0	0	0	0	0
Oklahoma	0	0	0	0	1	0	0	0	0	0
Oregon	0	0	0	0	0	1	0	0	0	0
Pennsylvania	1	1	0	0	0	0	0	0	0	0
Rhode Island	0	0	0	0	0	0	0	0	0	0
South Carolina	1	1	1	1	0	0	0	0	0	0
South Dakota	0	0	0	0	1	1	0	0	0	0
Tennessee	0	0	0	0	0	0	0	0	0	0
Texas	0	0	1	1	0	0	0	0	0	0
Utah	0	0	0	0	0	0	0	0	0	0
Vermont	--	--	--	--	--	--	--	--	--	--
Virginia	0	0	1	0	0	0	0	0	0	0
Washington	1	1	0	0	0	0	0	0	0	0
West Virginia	0	0	0	0	0	0	0	0	0	0
Wisconsin	0	0	0	0	1	1	0	0	0	0
Wyoming	0	0	0	0	0	0	0	0	0	0
Outlying Areas										
American Samoa	--	--	--	--	--	--	--	--	--	--
Guam	--	--	--	--	--	--	--	--	--	--
Northern Marianas	--	--	--	--	--	--	--	--	--	--
Puerto Rico	--	--	--	--	--	--	--	--	--	--
Virgin Islands	0	0	0	0	0	0	0	0	0	0

Source: U.S. Department of Education, National Center for Education Statistics, Customer Service Survey of State CCD Coordinators, December 1996 to February 1997

NPEFS Findings

The Customer Service Survey for the NPEFS concentrated on asking about difficulties with the existing survey, since no major changes were being considered for the next several years.

Burden and Schedule

Completing the NPEFS report is somewhat burdensome, as table J reflects. Across the 46 states who answered the question of how many staff hours were needed to complete the finance survey, the average was 78.0 hours. The Coordinators from California, Pennsylvania and South Carolina reported using more than 10 weeks of staff time for the NPEFS. Some 27 states needed more than day, and up to a week for the work, and 16 required two weeks of labor or more.

Table J. Range of hours required to complete the NPEFS, and schedule problems (N=48)

Hours required		States with problem reporting by March 15	
Average	78.0	Yes	22
Maximum	500.0	No	26
Minimum	4.0	No response	2
States reporting		Date can report	
1-8 hours	3	Mar 15-May	14
9-40 hours	27	Jun-Jul	5
>40 hours	16	Aug-Sep	3
not reporting	2		

The NPEFS is due to NCES by March 15 of the year following the fiscal year. For example, fiscal year 1996 data are to be reported by March 15, 1997. The Department cannot accept any NPEFS data for purposes of Title 1 allocations after the first Tuesday in September.

Almost half the states (22) reported that the March 15 due date was a problem. Fortunately, most of these can provide the NPEFS reports by the end of May. Illinois and Pennsylvania may have difficulty meeting the deadline if they cannot report finance data before September 1. Most of the Coordinators' comments fell into one of three areas. The deadline comes at a busy legislative or budgeting time of year for many states; others are simply short staffed for what they have to do; and some states cannot have complete, audited data from their school districts in time for a March 15 NPEFS report.

Existing Items

The Coordinators were asked whether they had any general problems in reporting the NPEFS items as defined by NCES, and then if they had difficulty with a set of items that are likely to be under-reported or reported using a nonstandard definition.

Table K. States reporting difficulty in reporting NPEFS items (N=48)

Problem?	Cannot report some items	Some do not agree with NPEFS	Some collected only for NPEFS
Yes	22	6	18
No	26	42	30

A fairly high number of those responding, 22, noted that they were unable to report one of more of the items on the NPEFS. Many also collect some finance data only for the NPEFS report (18). However, the reported items do tend to agree with the NPEFS definitions: only 6 Coordinators noted any discrepancies. When Coordinators wrote a comment for this question, they often noted that the NPEFS requested data in more detail than was maintained in the state's records, that the function by object format of the NPEFS did not match their format, or that some information simply was not collected from the school districts.

Table L. States reporting problems with selected revenue items (N=48)

Item	Problems? Yes	No
Local revenues from food service	4	44
Local revenues from student activities	7	41

Four Coordinators had difficulty reporting local revenues from food service, and 7 had problems with local revenues from student activities. California noted that state law prohibited collecting revenues for student activities. The Coordinator for South Carolina explained that a portion of the state's LEAs count food revenues as a special revenue.

Table M. States reporting problems with selected expenditure items (N=48)

Item	Problems? Yes	No
Enterprise operation expenditures	12	34
Distinguishing property from supply items	2	46
Title 1, Title 2 expenditures and carryover	9	39
Food service expenditures	4	44
Facilities acquisition and construction	11	37
Average daily attendance	5	43

Three items stand out as being more difficult than the others. These are expenditures for enterprise operations (a problem for 12 Coordinators); Title 1 and Title 2 carryover (9 have difficulty); and facilities acquisition and construction (11 problems). However, the problems were fairly scattered. Only 8 state Coordinators checked 2 items as difficult, while only Minnesota, Missouri and Rhode Island checked 3 items. (Note: the number of states failing to report these items is about twice as great as the number saying they are problems.)

The Coordinators' comments stressed, as might be expected, the most difficult to report items. Some state reporting systems cannot identify Title 1 and Title 2 carryover funds (see Alabama, Delaware, Kentucky, Louisiana and others). Distinguishing between expenditures for employees and contracted workers for facilities and construction was discussed as a problem by Maryland, Montana, Oregon, Pennsylvania, Rhode Island and several other states.

Other Problems or Suggestions

The final two questions asked the NPEFS Coordinators to describe any other problems they had with the survey. It was at times difficult to tell which question a written note applied to, so the comments are transcribed together in the Respondents'Comments.

A few remarks were about logistics more than content. While several Coordinators noted that the NCES, or their own, crosswalk made it possible to comply with the NPEFS categories, Arkansas said that it was difficult to add new accounts to the crosswalk. Maine asked for a Windows version of the crosswalk software, Iowa had problems in that the software would not accept alpha numeric entries. Nevada and Oregon found the physical layout of the NPEFS hard to use as a data collection instrument. Maryland suggested that the NPEFS and F-33 should use the same definitions and categories.

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10. Estimated state staff hours required to complete the NPEFS and earliest date states can report: 1997

No date = 0
No survey = --
Month but no day = ?

State	NPEFS (fiscal)	NPEFS (fiscal) When is the earliest You can submit data?
Average	78.0	April 24
Maximum	500.0	
Minimum	4.0	
Alabama	4.0	0
Alaska	100.0	March 15
Arizona	25.0	March 15
Arkansas	32.0	May 15
California	450.0	July 1
Colorado	40.0	
Connecticut	180.0	July 1
Delaware	22.5	March 15
District of Columbia	--	--
Florida	10.0	May 31
Georgia	40.0	0
Hawaii	24.0	0
Idaho	30.0	March 15
Illinois	10.0	September 1
Indiana	40.0	May 1
Iowa	120.0	May 15
Kansas	120.0	May 15
Kentucky	75.0	June 1
Louisiana	40.0	March 15
Maine	40.0	May 15
Maryland	40.0	March 15
Massachusetts	--	--
Michigan	40.0	March ?
Minnesota	10.0	February 1
Mississippi	24.0	April 1
Missouri	12.0	0
Montana	NR	0
Nebraska	30.0	August 1
Nevada	40.0	0
New Hampshire	15.0	February 1
New Jersey	NR	June ?
New Mexico	340.0	March 15
New York	60.0	May 15
North Carolina	100.0	April 15
North Dakota	24.0	April 15
Ohio	6.0	March 15
Oklahoma	30.0	March 15
Oregon	12.0	May 15
Pennsylvania	500.0	September 1
Rhode Island	50.0	0
South Carolina	400.0	March 15
South Dakota	8.0	March 15
Tennessee	75.0	May 30
Texas	80.0	May-July?
Utah	24.0	March 15
Vermont	40.0	February 1
Virginia	--	0
Washington	30.0	
West Virginia	37.0	March 15
Wisconsin	80.0	March 15
Wyoming	80.0	March 31
Outlying Areas		
American Samoa	--	--
Guam	--	--
Northern Marianas	--	--
Puerto Rico	--	--
Virgin Islands	--	0

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Source: U.S. Department of Education, NCES, Customer Service Survey ofstate CCD coordinators, December 1996 to February 1997.

11. States with problems reporting current NPEFS items: 1997

(1 = Yes, 0 = No) -- = No survey	-------- Fiscal Surveys ---------		
State	Can't report some items	Some reported items don't agree w/ CCD definitions	Some items collected only for CCD
Sum of reported	22 Yes 26 No	6 Yes 42 No	18 Yes 30 No
Alabama	1	0	0
Alaska	1	0	1
Arizona	1	1	0
Arkansas	0	0	1
California	0	0	1
Colorado	0	0	1
Connecticut	1	1	1
Delaware	0	1	0
District Of Columbia	--	--	--
Florida	0	0	0
Georgia	1	1	1
Hawaii	0	0	1
Idaho	1	0	0
Illinois	1	0	0
Indiana	0	1	1
Iowa	0	0	1
Kansas	0	1	1
Kentucky	1	0	0
Louisiana	1	0	0
Maine	0	0	0
Maryland	1	0	0
Massachusetts	--	--	--
Michigan	0	0	1
Minnesota	1	0	0
Mississippi	0	0	1
Missouri	1	0	0
Montana	0	0	0
Nebraska	1	0	0
Nevada	0	0	1
New Hampshire	1	0	0
New Jersey	1	0	0
New Mexico	0	0	0
New York	1	0	0
North Carolina	1	0	1
North Dakota	0	0	0
Ohio	1	0	0
Oklahoma	0	0	0
Oregon	0	0	1
Pennsylvania	1	0	1
Rhode Island	0	0	0
South Carolina	0	0	1
South Dakota	1	0	0
Tennessee	0	0	0
Texas	1	0	0
Utah	0	0	1
Vermont	0	0	0
Virginia	--	--	--
Washington	1	0	0
West Virginia	0	0	0
Wisconsin	0	0	0
Wyoming	0	0	0
Outlying Areas			
American Samoa	--	--	--
Guam	--	--	--
Northern Marianas	--	--	--
Puerto Rico	--	--	--
Virgin Islands	1	0	0

Source: U.S. Department of Education, National Center for Education Statistics, Customer Service Survey of State CCD Coordinators, December 1996 to February 1997

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12. States with problems using the NPEFS definitions for the following items: 1997

0 = No 1 = Yes State	Is there a problems with: Local Revenues: Food Service	Student Activities	Expenditures: Enterprise	Supplies from Property	Title I and II	Food Service	Facilities	Avg daily attendance
Sum of reported	4 Yes 44 No	7 Yes 41 No	12 Yes 36 No	2 Yes 46 No	9 Yes 39 No	4 Yes 44 No	11 Yes 37 No	5 Yes 43 No
Alabama	0	0	0	0	1	0	0	0
Alaska	0	0	0	0	0	0	0	0
Arizona	0	1	1	0	0	0	0	1
Arkansas	1	0	1	0	0	1	0	0
California	0	1	0	0	0	0	0	0
Colorado	0	0	0	0	1	0	0	1
Connecticut	1	0	0	0	0	0	1	0
Delaware	1	0	0	0	1	1	0	0
District Of Columb	--	--	--	--	--	--	--	--
Florida	0	0	0	0	1	0	0	0
Georgia	0	0	0	0	0	0	0	1
Hawaii	0	0	0	0	0	0	0	0
Idaho	0	0	0	0	0	0	0	0
Illinois	0	0	1	0	0	0	0	0
Indiana	0	0	0	1	0	0	0	0
Iowa	0	0	0	0	1	0	1	0
Kansas	0	1	0	0	0	0	1	0
Kentucky	0	0	0	0	1	0	0	0
Louisiana	0	0	0	0	1	0	0	0
Maine	0	0	1	0	0	0	0	0
Maryland	0	1	1	0	0	0	1	0
Massachusetts	--	--	--	--	--	--	--	--
Michigan	0	0	0	0	0	0	0	0
Minnesota	0	0	1	1	0	0	1	0
Mississippi	0	0	0	0	0	0	0	0
Missouri	0	0	1	0	1	0	1	0
Montana	0	0	0	0	0	0	1	0
Nebraska	0	0	0	0	0	0	0	0
Nevada	0	0	0	0	0	0	0	0
New Hampshire	0	0	1	0	1	0	0	0
New Jersey	0	1	1	0	0	0	0	0
New Mexico	0	0	0	0	0	0	0	0
New York	0	0	0	0	0	0	0	0
North Carolina	0	0	0	0	0	0	0	0
North Dakota	0	0	0	0	0	0	0	0
Ohio	0	0	0	0	0	0	0	0
Oklahoma	0	0	0	0	0	0	0	0
Oregon	0	0	0	0	0	0	1	0
Pennsylvania	0	1	0	0	0	0	1	0
Rhode Island	1	0	1	0	0	1	1	0
South Carolina	0	0	1	0	0	1	0	0
South Dakota	0	0	0	0	0	0	1	0
Tennessee	0	0	0	0	0	0	0	0
Texas	0	0	0	0	0	0	0	0
Utah	0	1	0	0	0	0	0	0
Vermont	0	0	0	0	0	0	0	0
Virginia	--	--	--	--	--	--	--	--
Washington	0	0	1	0	0	0	0	0
West Virginia	0	0	0	0	0	0	0	0
Wisconsin	0	0	0	0	0	0	0	0
Wyoming	0	0	0	0	0	0	0	0
Outlying Areas								
American Samoa	--	--	--	--	--	--	--	--
Guam	--	--	--	--	--	--	--	--
Northern Marianas	--	--	--	--	--	--	--	--
Puerto Rico	--	--	--	--	--	--	--	--
Virgin Islands•								

Source: U.S. Department of Education, National Center for Education Statistics, Customer Service Survey of State CCD Coordinators, December 1996 to February 1997.

• Different question.

Respondents' Comments

This section summarizes the comments of CCD Coordinators. The text is organized by state within each survey question.

Comments About Nonfiscal Surveys

Question 2: Are reporting dates a problem?

CA: major problem, no leverage to get data submitted on time, and are still receiving LEA reports in March; state than has to do many edit checks and revisions.
CT: April 15 is more realistic.
GA: will be able to meet schedule in 1997-98, when staff data become available in December. Currently they are not available until June.
KS: October 1 is not a problem, but state cannot meet March 15 due date.
KY: Many items collected by outside agencies are not ready by March 15.
NM: The CCSSO Math and Science Survey is due the very same time on even years.
NY: Cannot meet March 15; New York City usually lags behind.
OH: Can meet deadline, but Ohio's data continue to change until February of the following year.
PA: April 30 would be a better due date; the edit diskette has improved the timeline. Before this was available, edits were received after the next data cycle began, and were untimely and disruptive.
OR: Never able to meet this date.
SD: Original schedule is not a problem (if we are sent format in time). However, edit checks are sent in August/September, just as school starts.
WI: New procedures have been instituted that should enable state to report substantially complete data by March 15 and finish by October 1.
WY: Another big survey from Census, the F-33, has the same due date. Wyoming's data are not always complete by that time.

Questions 3: Does the CCD agree with the contents of your record system?

KY: Dropouts and other high school completers are not collected.
MD: Dropouts do not match CCD.
MO: Do not collect prekindergarten enrollment.
MT: Can't report dropouts, but will in future.
NJ: Dropouts do not match CCD.
NM: Cannot report free lunch eligible; secondary students refuse to fill out the application. Headstart data are collected solely for CCD.
NY: Can't report E02, E03, E04 (high school completers) by race/ethnicity.
ND: Can't report ungraded enrollment, other diploma recipients, other high school completers.
OH: Can't report other diploma recipients, other high school completers.
OK: Can't report other high school completers; dropouts do not match CCD.

PA: Free lunch eligible counts are not available. Pre-kindergarten and kindergarten teachers are included in the elementary teacher count, but cannot be disaggregated.
SD: Can't report free lunch eligible students; dropouts do not match CCD; FTE support staff are collected only for CCD.
WA: Do not collect dropouts for grades 7 and 8.
WI: Definitions of dropout and graduates do not agree with CCD, but are working to change the agency's definition. Free and reduced meal information is collected at the district level, and there is not indication the agency will change this practice.
WY: Since finance data cannot be obtained from institutions and department of corrections, it seems pointless to report nonfiscal data for these agencies. Not all teachers are assigned to a specific school.

Question 4: Do you have problems using CCD definitions or categories?
AZ: Would prefer an expansion of the staff type categories.
FL: State defines/categories school type differently than the CCD, which requires a lot of editing by Florida in the reporting process.
KS: Some problems with school openings, closings, mergers.
MN: State gives the existing agencies and schools from the past year (openings, closing, mergers).
NJ: Dropout data are a problem.
OH: Some staff categories do not exactly match the CCD.
OK: Problems in deciding where to allocate alternative school students; problems in reporting support staff.
PA: Pre-kindergarten, kindergarten teachers included in the elementary count, but cannot be disaggregated.
RI: Not really a problem, but some adjustment required to report staff types.
WY: School status and status code can be a problem because rural schools open and close so often.

Question 5: Would the following (items listed) be a substantial reporting burden?
AZ: When new system is completed , reporting suspensions, limited English proficient, and agency grade span would not be a problem.
CO: School shipping address, school and agency e-mail addresses are planned as part of the Automated Data Exchange Plan.
DE: Could probably report out-of-school, but not in-school suspensions (and what would be the value of the latter to NCES?). IEP by condition by race is doable, but would require running new programs off the database.
GA: Collects discipline data only in grade levels 6-12, in a school (not student) record; plan to collect these data by race and sex in 1998-99.
KS: Will have e-mail addresses in the near future, but not all at present.
KY: Discipline, IEP, and limited English proficient data not collected by this office.
NM: Only 11 agencies, and a few schools, have e-mail. Discipline data and IEP counts would put a burden on the schools; so far attempts to get limited English counts have been unsatisfactory. End of year membership counts would have to be approved by the legislature.

NY: With 4,100 schools, multiple agency addresses, e-mail address are not feasible. Cannot break out graduates by race/ethnicity; state does not have a statewide unit record system for students.
PA: Student data are not collected by sex. Not all IEPs can be placed in a school, because not all placements are "schools." Some institutions reported on the CCD are not part of the Department's e-mail system: 9 juvenile corrections institutions, 2 state-owned schools, 3 consortium alternative high schools.
TX: If end of year membership were collected, the CCD would have to wait longer.
UT: Discipline data are currently collected at the district level, but not collected by race; limited English proficient is not collected.
WA: Shipping, e-mail addresses, discipline, IEP, limited English proficient, end of year membership would be burdensome mostly because the state does not collect them- most of these data exist at the local agency level.

Question 7: Could you report the following (items listed) without substantial burden?
CO: Charter schools currently reported on the School Universe
DE: Currently reports other state agency schools, and will report charter schools and their enrollments. However, each charter school is reported as a separate agency, which could soon double the number of agencies in the state. Reporting pre-school students with IEPs would require a separate collection; not sure if state would be given the minute number of handicapped students in private placement.
GA: There are no agencies operated by tribal authorities.
MT: Could provide a list of private and home schools.
NE: Could provide lists and student counts for nonpublic schools.
NM: Any contract schools that bother to report are treated as private schools. State has been able to correct private school enrollment; private schools do not have to report personnel data unless they want to be accredited by the State Board.
NY: Schools operated by some state agency other than education are carried on the nonpublic file. Magnet schools are not identifiable, and the state has no legislation enabling charter schools.
OH: The state would need a detailed definition of "magnet school." Private school students are provided with special education, and there is a pilot voucher program in Cleveland for students to attend private schools.
OR: All of these items would require a new data collection effort.
PA: Currently there is one contract school on the School Universe. Non-public IEP placements may not be to a "school." Enrollments for approved private schools and approved private residential rehabilitative institutions are included with the sending school's count. Data collected for reimbursement purposes would be at least a year old. The (not SEA) Scotland School for Veterans Children is included in the School and Agency Universes.
UT: State is already reporting its single university lab school.
VA: The state could list the Regional Governor's Schools, Regional Special Education Programs, and Regional Vocational Programs.
WI: For the special education population only, the state could generate institution lists and student counts for state operated corrections facilities, developmental disability

centers, and mental health facilities; and could generate enrollment for child-care institutions and other state operated programs. Agreements would need to be worked out to collect this.
VI: The only school or agency type that is applicable to the Virgin Islands is that of magnet schools, which can be reported.

Questions 8, 9, 10: Is CCD useful? Changes, additions? Problems not covered?
AZ: Yes, our research and evaluation unit uses it regularly.
CA: The main problem is timing.
CT: The CCD serves as a centralized data source useful to researchers, information providers and the media both within and outside of the educational community. Usefulness is a function of timeliness (with implications for both NCES and the states.) Generally, by summer time statistics for the most recent school year should be available. Reorganize the data base. Create a relational data base keyed on school/district and having as its components directory, students, staff. Report all records at the lowest level; aggregate to higher levels. February data conferences (MIS) draw personnel (resources) away from work needed to meet the March 15 deadline.
FL: The type of data that CCD requests is what we usually collect on our agencies, schools and students that are useful to us. We have the information readily available for CCD's use.
GA: Yes, it is useful. Revise the directions and instructions so that they are clear and concise.
ID: CCD is somewhat useful.
IL: Cannot complete the survey by March 15.
ME: Talked with Sheryl Jones 2/97 (re suggested changes). Our IEP and dropout counts for nonoperating districts cause errors when compared with zero enrollments.
MO: Yes, CCD provides comparative data.
MT: The electronic format is excessively difficult.
NE: The edit checks help me verify my state data. Problem: districts/schools that have budget and taxing authority but for which all students are contracted to another public school district -or- that have no students. Our locale codes seem to be messed up and don't really help us with our data needs. Are these updated by Bureau of Census?
NM: Not very useful for in-state information. I compile the data for the CCD into different files. Then if I need to know the number of teachers by school, for example, I just go to that file. We use it mostly to compare with other states.
NY: Suggest when districts merge or are annexed, close out all the "old" agencies and create or assign a new agency ID number, rather than keeping one of the old Ids for a new agency which is truly different, more than either of the old ones.
PA: Enrollment, graduate, and dropout data by state and national totals are used for basic trend analysis. While we have our own data edits, the CCD edits provide another validation of our data.
UT: Keep enrollment and number of classroom teachers. CCD needs more information by state. Will dropouts by state be added?
WV: Yes, keep staffing and ethnic breakout.

WI: CCD is very useful. Although we aren't collecting anything for CCD we wouldn't collect anyway, except urbanicity, which is something we appreciate having. Suggestions- our programmer doesn't like collections such as dropout broken down into a flat file. Instead he says, "If you want that level of detail, ask for a separate file." Would it be possible to generate the State Nonfiscal Survey from the Agency and School Surveys? It seems there is only a handful of information collected separately in the state nonfiscal.

Questions About NPEFS Items

Question 2: Do you have trouble with the March 15 due date?

AK: We've been understaffed because of budget constraints.

CA: We are unable to collect and review all of the data used to prepare the NPEFS by March 15 of each year due to our heavy workload. However, we have always been able to achieve the Tuesday after Labor Day deadline.

CT: In Connecticut, the governor's budget, which contains needed statistics, is released in mid-February. Completion of the survey by April 1 with preliminary numbers is realistic. Even so, our fiscal data are audited during the spring, and corrections to expenditures data are made until the end of June. Originally, Connecticut sent preliminary numbers only, in April, with no revisions. Then, audit concerns led to two submissions: spring and summer (pre- and post-audit). Last year, to simplify, we started doing summer, or post-audit, reporting only.

FL: Due to the workload related to the legislative session and other reporting projects, it is not practical to report CCD Surveys before May 31.

IA: Our agency has difficulty meeting the March 15 due date because of the limited number of staff we have available to complete financial work. We have only three full-time staff to consult with districts on accounting, budgeting, coding, and financial condition, and to provide information or file reports to other staff, districts, legislators, and the public. Needs exceed the staff and time available.

IL: We do not have the complete state totals prior to the end of August.

KY: We are implementing a new accounting system which caused delays with 1994-95 data. 1995-96 data should be easier.

ME: The work occurs during the legislative session. We are extremely busy from January 1 through approximately may 1st.

MD: April 30 would allow more thorough review and possible elimination of revisions.

MN: All LEAs should have their financial data at the state by the end of January. Most of this data would be audited. The longer we wait before the submission of the CCD survey, the greater is the accuracy (additional audit adjustments coming from the LEAs). When the CCD survey is completed is also dependent on other workload of the individual doing the work.

NJ: Other priorities, i.e., school district budget submissions.

NM: The date is fine, but other priorities interrupt the process of data collection.

NY: District data, particularly New York City, are not finalized until mid-April.

ND: April 15 the earliest during legislative (odd-numbered) years.

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OH: Data may be incomplete, as districts may continue to report until the following February.
OR: It takes this long (May 15) for all the LEAs to turn in their financial data and make any necessary corrections.
SC: Will be later this year because of implementation of a new finance model.
TN: The deadlines to be met are difficult only because they fall during a busy cycle for staff assigned to complete the survey. Tennessee's first submission has typically been near the September deadline which means we do not have time to make revisions. Next year we are going to attempt to meet the March 15 deadline, but plan to send in our initial response no later than May.
TX: The data in our data base is not finalized until April or May.
WI: Due to reduced staff, submission of the 1995 survey occurred later than anticipated. Usually, the March 15 deadline is not problematic.
WY: End of March would be preferred.

Question 3: Are some items not available, different from the NPEFS definitions, or collected only for the NPEFS?
AL: Can't report some, but only in FY96.
CA: All California LEAs are required to file an Annual Financial Report and an Annual Cost Data Report to the California Department of Education. Expenditure data by object is collected through the Annual Program Cost Report. The direct cost of the programs in the Program Cost Report closely correspond to the functions defined by the Federal handbook. However, these expenditure data are not in the object within function format. To prepare the NPEFS, the California Department of Education requests supplemental information from the largest 250 LEAs through the Matrix Report. The Matrix Report provides the direct costs data as reported in the Annual Program Cost Report by major object within programs. Approximately 250 LEAs, representing about 80 percent of California's education expenditures and average daily attendance, provide this additional data. California is in the process of developing a statewide standardized account code structure. This will enable California to prepare the NPEFS according to the Federal handbook. Approximately 50% of California's LEAs will begin converting to the new structure in 1997-98, with full implementation expected by 1999-2000.
CT: Connecticut's object/function matrix is complete and was approved by Pelavin consultants. Outside of the current expenditures accounting there are only minor differences in our implementation of the fiscal accounting vs. the data collection needs of NCES.
IA: We collect information in greater detail than we need for our own uses because of NPEFS and F-33. This is compounded because similar information on the NPEFS and F-33 require slightly different components; such as federal revenues on the NPEFS includes commodities but does not on the F-33.
IL: Can't report- We have some items within general areas.
LA: Can't report one of the items.
MD: Can't report some items with certainty.
MN: We are not able to distinguish on our finance system the cost of acquiring existing buildings.

NE: Can't report- We do not collect the information.
NV: A separate request of the school districts by the Nevada Department of Education is required for the following information since these items are not always included in the single audit reports- Tuition, Land and Improvements (710) and Buildings (720). We create a database from the single audit reports of the 17 school districts of Nevada, and this data is used to complete the NPEFS report. A separate request for enrollment and fiscal data is sent to Independence High School, which is separate from the school districts and does not report to Nevada Department of Education.
NH: Can't report- some are not collected from our LEAs.
NJ: Can't report - Only 1%.
NM: The data from state supported schools must be entered on separate spreadsheets.
NY: Can't report- Direct cost community college, also crosswalk estimates for benefits and BOCES are not as good numbers as those we would get if we collected the data in our taxonomy.
SC: The break down of Pupil Activity funds, Tuition expenditures and ad valorem taxes by independent and dependent LEAs and energy costs are collected solely for NCES reporting.
SD: Construction is not broken out to level of detail that NPEFS requests.
UT: Collect for NPEFS- Construction expenditures performed by staff and contractors.
VT: Don't follow NPEFS' ADA definition.
WA: Can't report some- Very few!
WI: Wisconsin records expenditures in seven funds, three of which must be crosswalked to NPEFS accounts (amounting to 2% of total expenditure). Although our accounting system does not collect adequate detail in these funds, this is not considered a problem, as we have used the same systematic, detailed crosswalk process for the past 5 years. This has enabled us to ensure cross-time comparability of our expenditure reporting.

Question 4. Can you follow NPEFS instructions for reporting the following items?
AL: Title 1, 2 carryover not available from our financial reports.
AZ: local revenues from student activities, enterprise operation expenditures, average daily attendance only collected for first 100 days.
CA: As discussed with William Fowler in October 1993, California Supreme Court, Hartzell v. Connell (1984) ruled that student fees in California for extracurricular activities are not permissible. Local revenues for student activities are not collected by the California Department of Education.
CT: (A) NCES inflates current expenditures by including gross food service expenditures and gross enterprise operations. The Title 1 grant calculation does not allow this. Handbook II (p. 73) indicates "not including... enterprise operations of the LEA not recovered through offsetting revenues." Connecticut does not use these amounts for its internal current expenditures calculations, and it can only partially accommodate the NCES practice in CCD reporting. (B) NCES also inflates total expenditures by double-counting facilities expenditures- first the actual cash expenditures and second the debt services on the expenditures (most facilities acquisition and construction costs are bonded). Connecticut fiscal accounting does not allow this double-counting.

DE: The problems we have with food services and some items that are not in exact agreement with NCES definitions have been documented in our submissions. Most of the items we were unable to report in the past are now reported using an imputation procedure we developed for our NCES report. We cannot distinguish Title 1 and Title 2 carryover expenditures in the system we use to report to you. And why would NCES enter the area of carryover when GEPA has dropped it from their form due to the problem of collecting such data? Does this question suggest that NCES would like to track federal programs revenue to a category called "federal instructional expenditures?"
GA: At the present time we do not collect ADA.
IL: We do not collect enterprise operations expenditures.
KY: We do not currently have the ability to gather Title 1 and Title 2 carryovers.
LA: Instructions for Title 1 and Title 2 carryover are unclear.
ME: Reporting enterprise operation expenditures is optional, so our data is incomplete.
MD: Local revenues from student activities and enterprise operation expenditures are not audited, are kept at the local level....(illegible)...There really is no.. government contribution. Facilities acquisition and construction data are not collected in the manner requested; data collection expanded reporting requirements in excess of historical data collection of state agencies.
MN: We do not have enterprise operation expenditures (other than food services) on our financial system. The unit cost criteria used to distinguish between property items and supply items by LEAs within our state vary.
MT: We can't report some of the facilities acquisition and construction items.
MO: For enterprise operation expenditures and facilities acquisition and construction items, data from the LEAs are not reported in detail necessary to complete per NCES aggregation.
NH: We do not collect enterprise operations expenditures and Title 1 and Title 2 carryover from the LEAs.
OR: Our accounting system does not include the NPEFS breakdown (facilities acquisition and construction). We only hope our instructions to auditors are understood and that LEA records allow this breakdown to be made.
PA: Can't make the facilities split between contracted and school employees. Student activities are maintained in an agency fund. Detailed revenues and expenditures are not required.
RI: Facilities acquisition and construction not broken out. Our SFS changed from state to locally operated over the past few years, LEA reporting is not yet perfect.
SC: Approximately 85% of school districts account for food service expenditures as an enterprise activity. The remaining 15% account for food service as a special revenue fund. Expenditures within the Food Service Fund, as reported by LEAs, are not segregated to distinguish between special revenue and enterprise activities.
TN: The directions are sometimes difficult to follow and all the information needed to complete an item may not be within the item. For example, tuition from other LEAs within the state (1320) is defined as "tuition from one LEA to another within the same state for educating students (e.g. an LEA pays tuition to another LEA to provide a special program for a student that is not available in the LEA where the student resides)." It is not clear from this definition that summer school revenue is to be included in this total.

The instructions to do this do not appear until page 21, where it is stated that summer school revenue received from other school districts should be included in 1320. This type of problem occurs throughout the instructions. For individuals who have completed the survey several times, this may not appear to be a problem, but as someone new completing the survey it definitely adds more time to the process when you have to recalculate figures because all of the instructions were not together.
UT: In 1997 we will no longer collect student activities data. We collect only ADM (not ADA).
VT: ADA not collected.
WA: Don't collect detail for enterprise operation expenditures.

Question 5. Are there other problems in responding to the NPEFS?
AK: We don't receive object code detail from school districts that break down support services into student and instructional staff.
AR: We use crosswalk, which is very difficult adding new accounts. Food service is very difficult to report in this survey.
IA: We can follow the instructions for reporting NPEFS because our collection document and district records follow H2R2, 1990. However, some of the items collected by the NPEFS do not follow the coding available in H2R2 . For example, facilities acquisition and construction done by staff and that done by contractors are the same coding under H2R2. Also, multiple years of Title 1 carryover are possible and are identified by Title 1 with the letter "A." However, the software available does not permit districts to enter alpha-numeric data. Any time that data collected represent an imposition on the districts to sort data rather than taking them electronically direct from their accounting records, the reliability of the data collected diminishes. Suggestion: It would be very helpful to us if we could receive the form and instructions by July or August of 1996 for the 1996 collection due in 1997. And if major changes are expected that those be received before the fiscal year begins (July 1, 1995). For districts to transmit data directly from their accounting records, we must inform them of accounts to code before the fiscal year begins. Our collection document for 1996 must be completed by January 1996 to give vendors time to prepare electronic transmittal. Our limited staff must make changes to our own SAS program which creates the NPEFS file as time permits, and they do not have much time available to them during the legislative session (January-April).
KS: Student activity revenues and expenditures are maintained as separate funds and are not reflected in the category breakouts such as objects and functions.
ME: make the crosswalk program Windows oriented.
MD: Suggest NPEFS and F-33 should be coordinated; crosswalk software complicates the process because the state data have imputations and the conversion of these averages to individual LEAs is inappropriate.
NV: Suggestion - To make the report easier for outsiders to comprehend, I suggest removing the property object from expenditure functions since property is not included in the function totals and current expenditures. A separate section of property expenditures by functions would be beneficial to those who are not familiar with the preparation of this report. This would also apply to Function 1000, Tuition (561) which is not included in the Function 1000 subtotal and current expenditures.

NH: It would help to receive crosswalk software in December or January.
NY: Crosswalk works well and saves a lot of time. Suggestion- Mailing the survey immediately after data submission by state would be easier.
OH: No mention of fund types.
OR: Suggest- The form is a nice display of the data, but is very difficult to use as a working document to get all the accounts to add up according to instructions!
PA: State does not require detailed revenue and expenditure data for all fund types. Pennsylvania needs to automate the data collection process from LEAs. We are working on this now.
SD: Would like to get an updated survey a little earlier.
TN: Suggestion- It would have been beneficial to me to have this questionnaire while I was completing the survey. It would have been easier to recall problems with the survey or instructions at that time.

SHORT>Mar 97 CS-NONFS

CUSTOMER SERVICE SURVEY OF STATE COMMON CORE OF DATA FISCAL COORDINATORS

The CCD surveys are being reviewed in anticipation of the upcoming Office of Management and Budget (OMB) clearance process. It is very important that the CCD staff have your input in suggesting additions, changes, or continuations of data items. Please respond by Friday December 13, 1996, to the questions that follow (you may use additional sheets) and fax your comments to Frank Johnson, NCES, (202) 219-1728; or e-mail to frank_johnson@ed.gov. Thanks for your help!

Name:_____ State:_____ Date:_____

1) What is your rough estimate of how many SEA staff hours are required to complete the National Public Education Finance Survey?

_____hours

2) The CCD Surveys are due on March 15 of each year. Close-out for all data and revisions is the Tuesday after Labor Day. If your agency has trouble meeting this schedule, tell us why these dates are a problem.

What is the earliest day you can report? _____

3) Does your accounting or reporting system collect enough detail to enable you to complete all of the items on the NPEFS? *(Please describe briefly any problems you indicate below.)*

a_____ I can't report some NPEFS items
b_____ Some of the items I do report don't agree with the NCES definitions.
c_____ There are some items we collect solely for the purpose of NPEFS reporting.

4) Can you follow the NPEFS instructions for reporting the following items? If "no," please describe briefly what the problem is.

Check any that are problematic; describe the problem briefly.

a____Local revenues--food service
b____Local revenues--student activities
c____Enterprise operation expenditures
d____Distinguishing between property items and supply items.
e____Title 1 and Title 2 expenditure and carryover amounts.
f____Average daily attendance
g____Food service expenditures
h____Facilities acquisition & construction items

5) Are there any other problems you have in responding to the NPEFS Surveys.

____ No.
____ Yes. *Please attach a description.*

6) Please add any suggestions that would improve the usefulness or quality of the NPEFS data, or that would make it easier to complete the survey.

According to the Paperwork Reduction Act of 1995, no persons are required to respond to a collection of information unless it displays a valid OMB control number. The valid OMB control number of this information collection is 1880-0529, and this survey is strictly voluntary. The time required to complete this information collection is estimated to average 0.25 hours per response, including the time to review instructions, search existing data resources, gather the data needed, and complete and review the information collection. If you have any comments concerning the accuracy of the time estimate(s) or suggestions for improving this form, please write to: U.S. Department of Education, Washington, DC 20202-4651. If you have any comments or concerns regarding the status of your individual submission of this form, write directly to: National Center for Education Statistics, U.S. Department of Education, 555 New Jersey Avenue, N.W., Washington, DC 20208-5651

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CUSTOMER SERVICE SURVEY OF STATE COMMON CORE OF DATA NONFISCAL COORDINATORS

The CCD surveys are being reviewed in anticipation of the upcoming Office of Management and Budget (OMB) clearance process. It is very important that the CCD staff have your input in suggesting additions, changes, or continuations of data items. Please respond by December 13, 1996, to the questions that follow and fax your comments to John Sietsema, NCES, (202)219-1728, or e-mail to john_sietsema@ed.gov. Thanks for your help!

Name:_____ State _____ Date _____

1) What is your rough estimate of how many SEA staff hours are required to complete the:

a_____School Universe
b_____Agency Universe
c_____State Nonfiscal Survey
d_____Early Estimates Survey

For the following items, please check any problems you have and attach a brief description.

2) The CCD Surveys are due on March 15 of each year. Close-out for all data and revisions is October 1.

a_____This schedule is a problem

3) Does the CCD agree with the contents of your record system?

a_____I can't report some of the CCD items.
b_____Some of the items I do report don't agree with the CCD definitions.
c_____There are some items we collect solely for the purpose of CCD reporting.

4) Do you have problems in using the CCD definitions or categories for the following items? If so, please describe problem area(s).

a____School type
b____Agency type
c____School status
d____Agency status
e____Deciding which school to allocate students to
f____High school graduates
g____Staff type (e.g., teachers, support)
h____School openings, closing, merges
i____Agency openings, closings, merges

5) Please let us know if reporting the following would be a substantial burden. (Note: we want your input before deciding whether or not to advocate these changes.) Please describe problems.

*Our SEA **could not** report the following on the CCD (check each one you cannot report)*

School Variables

a_____School street/ shipping address, if different from mailing address
b_____School e-mail address
c_____Grade span school offers
d_____Student race by sex by grade by school
e_____Suspensions and expulsions by race by school
f_____IEPs by handicapping condition by race by school
g_____Limited English proficient students by grade

Agency Variables

h_____Agency e-mail address
i_____Grade span agency offers
j_____Expanded agency types
k_____End of year membership by grade by agency
l_____Graduates, male and female, by race/ethnicity by agency

6) If you report non-operating districts, can you report the number of students in each non-operating district's service area who receive services from some other school district?

a_____We cannot report these students
b_____We can report these students, but only in the membership of the receiving district
c_____We can report these students, but only in the membership of the sending district
d_____We can count these students in the membership of either the sending or the receiving district

7) Please indicate whether you could report the following without substantial reporting burden. The item asks whether you could provide a "list" (name, address) and "students" (number in membership) for each type of school or agency.

Check if you could report on the CCD:

List	*Students*	*School Type:*
a____	____	a) Magnet schools
b____	____	b) Charter schools
c____	____	c) Contract (LEA contracts to operate public schools)
d____	____	d) University lab schools
e____	____	e) Private schools to which public school agencies send students
f____	____	f) Other schools operated with local but not state public money
g____	____	g) Schools administered by the governor or some state agency other than education
h____	____	h) Health, social service, or other site providing IEP services to preschoolers
i____	____	I) other:_____
j____	____	j) other:_____
k____	____	k)other:_____

List	*Students*	*Agency Type:*
a____	____	a) State agency other than SEA providing public PK/K-12 education
b____	____	b) Agencies operated by the US Military
c____	____	c) Agencies operated by tribal authorities
d____	____	d) Education service agencies not supported through SEA-administered money
e____	____	e) other:_____
f____	____	f) other:_____

Please add any other suggestions you can in response to the next three questions

8) Is the CCD useful to you? Are there any items that should definitely be retained?

9) Are there any additions or changes to the CCD you can suggest?

10) Are there any problems you have in responding to the CCD that have not been covered?

According to the Paperwork Reduction Act of 1995, no persons are required to respond to a collection of information unless it displays a valid OMB control number. The valid OMB control number of this information collection is 1880-0529, and this survey is strictly voluntary. The time required to complete this information collection is estimated to average 0.50 hours per response, including the time to review instructions, search existing data resources, gather the data needed, and complete and review the information collection. If you have any comments concerning the accuracy of the time estimate(s) or suggestions for improving this form, please write to: U.S. Department of Education, Washington, DC 20202-4651. If you have any comments or concerns regarding the status of your individual submission of this form, write directly to: National Center for Education Statistics, U.S. Department of Education, 555 New Jersey Avenue, N.W., Washington, DC 20208-5651

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Listing of NCES Working Papers to Date

Please contact Ruth R. Harris at (202) 219-1831
if you are interested in any of the following papers

Number	Title	Contact
94-01 (July)	Schools and Staffing Survey (SASS) Papers Presented at Meetings of the American Statistical Association	Dan Kasprzyk
94-02 (July)	Generalized Variance Estimate for Schools and Staffing Survey (SASS)	Dan Kasprzyk
94-03 (July)	1991 Schools and Staffing Survey (SASS) Reinterview Response Variance Report	Dan Kasprzyk
94-04 (July)	The Accuracy of Teachers' Self-reports on their Postsecondary Education: Teacher Transcript Study, Schools and Staffing Survey	Dan Kasprzyk
94-05 (July)	Cost-of-Education Differentials Across the States	William Fowler
94-06 (July)	Six Papers on Teachers from the 1990-91 Schools and Staffing Survey and Other Related Surveys	Dan Kasprzyk
94-07 (Nov.)	Data Comparability and Public Policy: New Interest in Public Library Data Papers Presented at Meetings of the American Statistical Association	Carrol Kindel
95-01 (Jan.)	Schools and Staffing Survey: 1994 Papers Presented at the 1994 Meeting of the American Statistical Association	Dan Kasprzyk
95-02 (Jan.)	QED Estimates of the 1990-91 Schools and Staffing Survey: Deriving and Comparing QED School Estimates with CCD Estimates	Dan Kasprzyk
95-03 (Jan.)	Schools and Staffing Survey: 1990-91 SASS Cross-Questionnaire Analysis	Dan Kasprzyk
95-04 (Jan.)	National Education Longitudinal Study of 1988: Second Follow-up Questionnaire Content Areas and Research Issues	Jeffrey Owings
95-05 (Jan.)	National Education Longitudinal Study of 1988: Conducting Trend Analyses of NLS-72, HS&B, and NELS:88 Seniors	Jeffrey Owings

Listing of NCES Working Papers to Date--Continued

Number	Title	Contact
95-06 (Jan.)	National Education Longitudinal Study of 1988: Conducting Cross-Cohort Comparisons Using HS&B, NAEP, and NELS:88 Academic Transcript Data	Jeffrey Owings
95-07 (Jan.)	National Education Longitudinal Study of 1988: Conducting Trend Analyses HS&B and NELS:88 Sophomore Cohort Dropouts	Jeffrey Owings
95-08 (Feb.)	CCD Adjustment to the 1990-91 SASS: A Comparison of Estimates	Dan Kasprzyk
95-09 (Feb.)	The Results of the 1993 Teacher List Validation Study (TLVS)	Dan Kasprzyk
95-10 (Feb.)	The Results of the 1991-92 Teacher Follow-up Survey (TFS) Reinterview and Extensive Reconciliation	Dan Kasprzyk
95-11 (Mar.)	Measuring Instruction, Curriculum Content, and Instructional Resources: The Status of Recent Work	Sharon Bobbitt & John Ralph
95-12 (Mar.)	Rural Education Data User's Guide	Samuel Peng
95-13 (Mar.)	Assessing Students with Disabilities and Limited English Proficiency	James Houser
95-14 (Mar.)	Empirical Evaluation of Social, Psychological, & Educational Construct Variables Used in NCES Surveys	Samuel Peng
95-15 (Apr.)	Classroom Instructional Processes: A Review of Existing Measurement Approaches and Their Applicability for the Teacher Follow-up Survey	Sharon Bobbitt
95-16 (Apr.)	Intersurvey Consistency in NCES Private School Surveys	Steven Kaufman
95-17 (May)	Estimates of Expenditures for Private K-12 Schools	Stephen Broughman
95-18 (Nov.)	An Agenda for Research on Teachers and Schools: Revisiting NCES' Schools and Staffing Survey	Dan Kasprzyk
96-01 (Jan.)	Methodological Issues in the Study of Teachers' Careers: Critical Features of a Truly Longitudinal Study	Dan Kasprzyk

Listing of NCES Working Papers to Date--Continued

Number	Title	Contact
96-02 (Feb.)	Schools and Staffing Survey (SASS): 1995 Selected papers presented at the 1995 Meeting of the American Statistical Association	Dan Kasprzyk
96-03 (Feb.)	National Education Longitudinal Study of 1988 (NELS:88) Research Framework and Issues	Jeffrey Owings
96-04 (Feb.)	Census Mapping Project/School District Data Book	Tai Phan
96-05 (Feb.)	Cognitive Research on the Teacher Listing Form for the Schools and Staffing Survey	Dan Kasprzyk
96-06 (Mar.)	The Schools and Staffing Survey (SASS) for 1998-99: Design Recommendations to Inform Broad Education Policy	Dan Kasprzyk
96-07 (Mar.)	Should SASS Measure Instructional Processes and Teacher Effectiveness?	Dan Kasprzyk
96-08 (Apr.)	How Accurate are Teacher Judgments of Students' Academic Performance?	Jerry West
96-09 (Apr.)	Making Data Relevant for Policy Discussions: Redesigning the School Administrator Questionnaire for the 1998-99 SASS	Dan Kasprzyk
96-10 (Apr.)	1998-99 Schools and Staffing Survey: Issues Related to Survey Depth	Dan Kasprzyk
96-11 (June)	Towards an Organizational Database on America's Schools: A Proposal for the Future of SASS, with comments on School Reform, Governance, and Finance	Dan Kasprzyk
96-12 (June)	Predictors of Retention, Transfer, and Attrition of Special and General Education Teachers: Data from the 1989 Teacher Followup Survey	Dan Kasprzyk
96-13 (June)	Estimation of Response Bias in the NHES:95 Adult Education Survey	Steven Kaufman
96-14 (June)	The 1995 National Household Education Survey: Reinterview Results for the Adult Education Component	Steven Kaufman

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Listing of NCES Working Papers to Date--Continued

Number	Title	Contact
96-15 (June)	Nested Structures: District-Level Data in the Schools and Staffing Survey	Dan Kasprzyk
96-16 (June)	Strategies for Collecting Finance Data from Private Schools	Stephen Broughman
96-17 (July)	National Postsecondary Student Aid Study: 1996 Field Test Methodology Report	Andrew G. Malizio
96-18 (Aug.)	Assessment of Social Competence, Adaptive Behaviors, and Approaches to Learning with Young Children	Jerry West
96-19 (Oct.)	Assessment and Analysis of School-Level Expenditures	William Fowler
96-20 (Oct.)	1991 National Household Education Survey (NHES:91) Questionnaires: Screener, Early Childhood Education, and Adult Education	Kathryn Chandler
96-21 (Oct.)	1993 National Household Education Survey (NHES:93) Questionnaires: Screener, School Readiness, and School Safety and Discipline	Kathryn Chandler
96-22 (Oct.)	1995 National Household Education Survey (NHES:95) Questionnaires: Screener, Early Childhood Program Participation, and Adult Education	Kathryn Chandler
96-23 (Oct.)	Linking Student Data to SASS: Why, When, How	Dan Kasprzyk
96-24 (Oct.)	National Assessments of Teacher Quality	Dan Kasprzyk
96-25 (Oct.)	Measures of Inservice Professional Development: Suggested Items for the 1998-1999 Schools and Staffing Survey	Dan Kasprzyk
96-26 (Nov.)	Improving the Coverage of Private Elementary-Secondary Schools	Steven Kaufman
96-27 (Nov.)	Intersurvey Consistency in NCES Private School Surveys for 1993-94	Steven Kaufman

Listing of NCES Working Papers to Date--Continued

Number	Title	Contact
96-28 (Nov.)	Student Learning, Teaching Quality, and Professional Development: Theoretical Linkages, Current Measurement, and Recommendations for Future Data Collection	Mary Rollefson
96-29 (Nov.)	Undercoverage Bias in Estimates of Characteristics of Adults and 0- to 2-Year-Olds in the 1995 National Household Education Survey (NHES:95)	Kathryn Chandler
96-30 (Dec.)	Comparison of Estimates from the 1995 National Household Education Survey (NHES:95)	Kathryn Chandler
97-01 (Feb.)	Selected Papers on Education Surveys: Papers Presented at the 1996 Meeting of the American Statistical Association	Dan Kasprzyk
97-02 (Feb.)	Telephone Coverage Bias and Recorded Interviews in the 1993 National Household Education Survey (NHES:93)	Kathryn Chandler
97-03 (Feb.)	1991 and 1995 National Household Education Survey Questionnaires: NHES:91 Screener, NHES:91 Adult Education, NHES:95 Basic Screener, and NHES:95 Adult Education	Kathryn Chandler
97-04 (Feb.)	Design, Data Collection, Monitoring, Interview Administration Time, and Data Editing in the 1993 National Household Education Survey (NHES:93)	Kathryn Chandler
97-05 (Feb.)	Unit and Item Response, Weighting, and Imputation Procedures in the 1993 National Household Education Survey (NHES:93)	Kathryn Chandler
97-06 (Feb.)	Unit and Item Response, Weighting, and Imputation Procedures in the 1995 National Household Education Survey (NHES:95)	Kathryn Chandler
97-07 (Mar.)	The Determinants of Per-Pupil Expenditures in Private Elementary and Secondary Schools: An Exploratory Analysis	Stephen Broughman
97-08 (Mar.)	Design, Data Collection, Interview Timing, and Data Editing in the 1995 National Household Education Survey	Kathryn Chandler

Listing of NCES Working Papers to Date--Continued

Number	Title	Contact
97-09 (Apr.)	Status of Data on Crime and Violence in Schools: Final Report	Lee Hoffman
97-10 (Apr.)	Report of Cognitive Research on the Public and Private School Teacher Questionnaires for the Schools and Staffing Survey 1993-94 School Year	Dan Kasprzyk
97-11 (Apr.)	International Comparisons of Inservice Professional Development	Dan Kasprzyk
97-12 (Apr.)	Measuring School Reform: Recommendations for Future SASS Data Collection	Mary Rollefson
97-13 (Apr.)	Improving Data Quality in NCES: Database-to-Report Process	Susan Ahmed
97-14 (Apr.)	Optimal Choice of Periodicities for the Schools and Staffing Survey: Modeling and Analysis	Steven Kaufman
97-15 (May)	Customer Service Survey: Common Core of Data Coordinators	Lee Hoffman

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